

**Texas Education Agency
Standard Application System (SAS)**

| 2017–2018 Perkins Reserve Grant | | | |
|--|---|--|--|
| Program authority: | Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1) | FOR TEA USE ONLY Write NOGA ID here: | |
| Grant Period: | November 13, 2017, to August 31, 2018 | | |
| Application deadline: | 5:00 p.m. Central Time, September 26, 2017 | Place date stamp here | |
| Submittal information: | One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT -3 PM 2:20 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> | |
| Contact information: | Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060 | | |
| Schedule #1—General Information | | | |

| Part 1: Applicant Information | | | | |
|--|--|-----------|---------------------------|--|
| Organization name | County-District # | | Amendment # | |
| Grand Prairie ISD | 057910 | | | |
| Vendor ID # | ESC Region # | | | |
| 175-6001697 | 10 | | | |
| Mailing address | City | State | ZIP Code | |
| 2602 S. Beltline Rd | Grand Prairie | TX | 75052 | |
| Primary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Patricia | | Lewis | Deputy Superintendent | |
| Telephone # | Email address | | FAX # | |
| (972)237-5532 | patricia.lewis@gpisd.org | | (972) 237- 4026 | |
| Secondary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Winston | C | Minix | Executive Director of CTE | |
| Telephone # | Email address | | FAX # | |
| (972)343-7896 | Winston.minix@gpisd.org | | (972) 237- 4026 | |
| Part 2: Certification and Incorporation | | | | |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

| | | | |
|--------------------------------|------|--|----------------|
| First name | M.I. | Last name | Title |
| Susan | | Hull | Superintendent |
| Telephone # | | Email address | FAX # |
| (972)237-5300 | | susan.simpson@gpisd.org | (972)237-5440 |
| Signature (blue ink preferred) | | Date signed | |

Only the legally responsible party may sign this application.

701-17-103-031

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|--|----------------|--|
| No fiscal-related attachments are required for this grant. | | |

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|--|
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference. |
| 4. | The applicant assures that its ability is to meet the 20% match requirement. |
| 5. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan. |
| 6. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s). |
| 7. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s). |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☒ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Dubiski Career High School (DCHS), a secondary school in Grand Prairie ISD (GPISD) proposes to establish a Computer Technician Career Center. The specialized public secondary school setting will include CTE classrooms for the new Information Technology career pathway and an Apple Retail Store. Seventy five 9th through 12th grade students enrolled in the program will earn three Apple credentials to work as a and at least 16 hours of dual credit toward an information Technology Network Support Associate of Applied Sciences at Tarrant County College and a Bachelor of Arts Information Technology at the University of North Texas. The Apple store will be a fully operational retail store where with a Genius Bar where students will prepare for and take Apple Certification exams or use their training to troubleshoot and repair Apple devices. In the career hub, students, educators, and community members will be able to purchase Apple devices online, access information about the Information Technology program, and see the Computer Technician occupation in action. Students graduating from DCHS in the proposed career pathway will be prepared for employment as a Computer User Support Specialist at an average annual salary of \$52,142 and will be eligible to earn a university degree within 2-3 years of graduating from high school. The Perkins Reserve program supports the DCHS mission of engaging, equipping and empowering students for college and career readiness to impact a global community. **Budget:** The Perkins Reserve Grant (PRG) Team was formed to develop the proposal for the grant program. The team, working with educational partners from the Workforce Solutions of Greater Dallas and the Grand Prairie Chamber of Commerce identified Computer User Support Specialist as the targeted occupation based on regional employment opportunities and annual salary projections. The team then developed goals and objectives for the program based on five core components of school improvement - assessment, professional development, curriculum and materials, parent participation and evaluation. The team developed a PRG blueprint to outline objectives, milestones and action steps for each grant goal. The Career and Technical Education (CTE) Coordinator obtained quotes and cost estimates to implement the program. **Demographics:** GPISD serves a diverse student population including 76% economically disadvantaged learners. Dallas County student data indicates only 13% of students from low income families graduate from high school prepared for postsecondary success. Data compiled by Dr. Steve Murdock and published by the Texas Association of Workforce Boards predicts that average household income will decrease and household poverty rates will rise significantly between now and 2040 unless we make significant and immediate interventions in education. Dubiski Career High School CTE programs have an outstanding record of preparing students for success in career and college. In 2016, 82% of students graduated high school with an industry credential and 72% of DCHS students met the STAAR Postsecondary Readiness Standard. This score is higher than the state average of 45%. **Needs Assessment Process:** The Dubiski Campus Improvement Committee (CIC) consisting of key district and campus personnel including teachers, administrators, parents, higher education representatives, industry partners, and community members annually develops a comprehensive needs assessment for the campus. The team follows TEA guidelines for *Site Based Decision Making* to develop and prioritize campus needs and set annual goals for school improvement. The second goal of the 2017-18 Campus Improvement Plan states, "Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students". The goal of the Perkins Reserve grant is to develop career centers leading to higher student graduation rates, improved employment opportunities and additional postsecondary options for students. Based on these goals, the PRG Team met to plan a high expectation, high achievement CTE pathway in a high demand occupation of the region. Workforce Solutions of Greater Dallas worked with the team to review Texas Workforce Commission Occupation Trends information, Hobby Center for the Study of Texas income comparisons, PEIMS student demographics, and GPISD Career Cruising interest surveys. Based on project goals and data, the team developed a profile for the occupation of Computer User Support Specialist. The team also selected three Apple

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

credentials and Apple Technical Learning Administration System curriculum to prepare students to meet their full potential as Computer Technicians in Dallas County. If there are changes to Perkins Grant program plan, the PRG Team will submit recommendations to the CIC at the end of the school year. **Management Plan:** The GPISD Deputy Superintendent for School Improvement will lead the Perkins Reserve Grant Team to ensure program goals and objectives are met on time and as required by the grant program. The Executive Director of Career and Technical Education will guide the Planning Team to develop a program that meets secondary and postsecondary academic requirements and industry credential standards. The Dubiski High School Principal will serve as the Project Director to oversee implementation of the program. The campus counselor will oversee College to Career advising, events, and parent participation. CTE teachers will implement the program including establishing the Apple store. Grant management and administrative practices will be reviewed annually by the CIC. Personnel, policy, and other changes recommended by the CIC will be presented by the District Improvement Committee and Superintendent to the Board for approval. **Program Evaluation:** The PRG Team created a *PRG Blueprint* to delineate the vision of the project in terms of goals, objectives, and milestones. Activities and a timeline are listed on the blueprint to enable the CIC to monitor the effectiveness of project implementation. Assessment tools and indicators of accomplishment are outlined to enable the CIC to monitor student achievement in reaching academic and career goals. Formative evaluation reports prepared by the Project Director will be reviewed each nine weeks by the CIC to continuously monitor, communicate, and improve program and student progress. Summative reports will be presented by the CIC to the District Improvement Committee and the Board semi-annually. **Statutory Requirements:** The application addresses all statutory requirements. GPISD complies with all general and fiscal guidelines, and the fingerprinting requirement per Section 22.0834 of the Texas Education Code. GPISD provides assurance that the district will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant and incorporated by reference. **TEA Requirements:** GPISD will meet TEA statutory requirements: (1) The PRG Team, in partnership with the Workforce Solution of Greater Dallas has identified the high-demand occupation as Computer User Support Technician and has developed an Information Technology pathway leading to employment in the Business and Industry endorsement field. The pathway includes workforce certifications, workplace experiences, and college credit toward an Associate and Bachelor degree. (2) Information Technology courses sequences are aligned with a TCC Information Technology: Network Support Associate of Applied Science degree and the UNT Bachelor of Arts information Technology degree. The PRG Team, including representation from the local Workforce Solutions office, designed course sequences (Principles of Information Technology, Computer Maintenance, Computer Programming I, Computer Programming II, and Practicum in Information Technology) to provide knowledge, abilities and skills to become a Computer User Support Technician based on TWC Career Check data and job openings in the region. The program builds in rigor from high school credit to industry certification to postsecondary degree. (3) A sample crosswalk that identifies postsecondary coursework for the first semester of college is provided. Earning credit in specified courses makes students eligible to complete an Associate degree in 3 semesters or a Bachelor degree within two to three years of graduating from high school. The crosswalk provided includes certification coursework toward industry based credentials that will be completed during high school. (4) Grand Prairie ISD will partner with Tarrant County College, The University of North Texas, the Grand Prairie Chamber of Commerce, Workforce Solutions of Greater Dallas, and Apple Inc to carry out the project. (5) Grand Prairie ISD provides assurances that the district will enter into an agreement with Apple Inc to provide Apple Technical Learning Administration System (ATLAS) curriculum for industry certifications, and to provide guidance and support for the development and implementation of Apple Store internships for qualifying students enrolled in the Practicum in Information Technology capstone course. (6) The DCHS Perkins Reserve project will use six proven components to develop and sustain the program: frequent use of data each nine weeks to guide decisions, academic supports for rigorous certification and college credit coursework, social supports for high need learners in a high expectation career program, highly qualified staff dedicated to working with at-risk learners, ongoing professional development based in real world settings, and integration of the program into the ongoing GPISD goal of providing career based academic programs that meet workforce demands. Grand Prairie ISD is committed to supporting the Computer Technician program after the grant program ends. The pathway will be offered in the Dubiski Career High School Academy of Business and Communications using funding from all available sources including local, Perkins, State Compensatory Education, Title and additional grant program awards.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | Match |
|---|--|--------------------------|-----------------|------------|---------------------------|-----------------|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$160 | \$ | \$160 | \$46,500 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$2440 | \$ | \$2440 | \$0 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$65,398 | \$ | \$65,398 | \$0 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$7,000 | \$ | \$7,000 | \$0 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$0 | \$ | \$0 | \$0 |
| Grand total of budgeted costs (add all entries in each column): | | | \$74,998 | \$ | \$74,998 | \$46,500 |

Administrative Cost Calculation

| | |
|--|------------------|
| Enter the total grant amount requested: | \$74,998 |
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | \$3749.90 |

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Schedule #7—Payroll Costs (6100)

| County-district number or vendor ID: 057910 | | | Amendment # (for amendments only): | | | |
|---|--|-----------------------------------|---|--|-----------------------------|-----------------|
| Employee Position Title | | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted | Match |
| Academic/Instructional | | | | | | |
| 1 | | | | | | |
| 2 | Educational aide | | | | \$ | \$ |
| 3 | Tutor | | | | \$ | \$ |
| Program Management and Administration | | | | | | |
| 4 | Project director | | | | \$ | \$ |
| 5 | Project coordinator | | | | \$ | \$ |
| 6 | Teacher facilitator (CTE Teacher salary 62,000 x .75 FTE) | | | | \$ | \$46,500 |
| 7 | Teacher supervisor | | | | \$ | \$ |
| 8 | Secretary/administrative assistant | | | | \$ | \$ |
| 9 | Data entry clerk | | | | \$ | \$ |
| 10 | Grant accountant/bookkeeper | | | | \$ | \$ |
| 11 | Evaluator/evaluation specialist | | | | \$ | \$ |
| Auxiliary | | | | | | |
| 12 | Counselor | | | | \$ | \$ |
| 13 | Social worker | | | | \$ | \$ |
| 14 | Community liaison/parent coordinator | | | | \$ | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| Other Employee Positions | | | | | | |
| 21 | Title | | | | \$ | \$ |
| 22 | Title | | | | \$ | \$ |
| 23 | Title | | | | \$ | \$ |
| 24 | Subtotal employee costs: | | | | \$0 | \$46,500 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | |
| 25 | 6112 | Substitute pay | | | \$160 | \$ |
| 26 | 6119 | Professional staff extra-duty pay | | | \$ | \$ |
| 27 | 6121 | Support staff extra-duty pay | | | \$ | \$ |
| 28 | 6140 | Employee benefits | | | \$ | \$ |
| 29 | 61XX | Tuition remission (IHEs only) | | | \$ | \$ |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | | \$160 | \$0 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | | \$160 | \$46,500 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

| Expense Item Description | | Grant Amount Budgeted | Match |
|--|---|-----------------------|-------|
| 6269 | Rental or lease of buildings, space in buildings, or land | | |
| | Specify purpose: | \$ | \$ |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$ | \$ |

Professional and Contracted Services

| # | Description of Service and Purpose | Grant Amount Budgeted | Match |
|--|------------------------------------|-----------------------|------------|
| 1 | | \$ | \$ |
| 2 | | \$ | \$ |
| 3 | | \$ | \$ |
| 4 | | \$ | \$ |
| 5 | | \$ | \$ |
| 6 | | \$ | \$ |
| 7 | | \$ | \$ |
| 8 | | \$ | \$ |
| 9 | | \$ | \$ |
| 10 | | \$ | \$ |
| 11 | | \$ | \$ |
| 12 | | \$ | \$ |
| 13 | | \$ | \$ |
| 14 | | \$ | \$ |
| b. Subtotal of professional and contracted services: | | \$ | \$ |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$2440 | \$0 |
| (Sum of lines a, b, and c) Grand total | | \$2440 | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| Schedule #9—Supplies and Materials (6300) | | | |
|---|---|---|--------------|
| County-District Number or Vendor ID: 057910 | | Amendment number (for amendments only): | |
| Supplies and Materials Requiring Specific Approval | | | |
| | | Grant Amount Budgeted | Match |
| 6300 | Total supplies and materials that do not require specific approval: | \$ | \$ |
| Grand total: | | \$65,398 | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| Schedule #10—Other Operating Costs (6400) | | | |
|---|--|---|--------------|
| County-District Number or Vendor ID: 057910 | | Amendment number (for amendments only): | |
| Expense Item Description | | Grant Amount Budgeted | Match |
| 6413 | Stipends for non-employees other than those included in 6419 | \$ | \$ |
| 6419 | Non-employee costs for conferences. Requires pre-authorization in writing. | \$ | \$ |
| Subtotal other operating costs requiring specific approval: | | \$ | \$ |
| | Remaining 6400—Other operating costs that do not require specific approval: Installation fees | \$7000 | \$0 |
| Grand total: | | \$7000 | \$0 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Match |
|---|-------------------------|----------|-----------|-----------------------|-------|
| 6669—Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | N/A | N/A | \$ | \$ |
| 66XX—Computing Devices, capitalized | | | | | |
| 2 | | | \$ | \$ | \$ |
| 3 | | | \$ | \$ | \$ |
| 4 | | | \$ | \$ | \$ |
| 5 | | | \$ | \$ | \$ |
| 6 | | | \$ | \$ | \$ |
| 7 | | | \$ | \$ | \$ |
| 8 | | | \$ | \$ | \$ |
| 9 | | | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ |
| 11 | | | \$ | \$ | \$ |
| 66XX—Software, capitalized | | | | | |
| 12 | | | \$ | \$ | \$ |
| 13 | | | \$ | \$ | \$ |
| 14 | | | \$ | \$ | \$ |
| 15 | | | \$ | \$ | \$ |
| 16 | | | \$ | \$ | \$ |
| 17 | | | \$ | \$ | \$ |
| 18 | | | \$ | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | | |
| 19 | | | \$ | \$ | \$ |
| 20 | | | \$ | \$ | \$ |
| 21 | | | \$ | \$ | \$ |
| 22 | | | \$ | \$ | \$ |
| 23 | | | \$ | \$ | \$ |
| 24 | | | \$ | \$ | \$ |
| 25 | | | \$ | \$ | \$ |
| 26 | | | \$ | \$ | \$ |
| 27 | | | \$ | \$ | \$ |
| 28 | | | \$ | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | | |
| 29 | | | | \$ | \$ |
| Grand total: | | | | \$ | \$ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category | Student Number | Student Percentage | Comment |
|----------------------------------|----------------|--------------------|--|
| Economically disadvantaged | 1133 | 76% | DCHS currently offers thirteen career pathways to prepare students from low income households for a high paid career. |
| Limited English proficient (LEP) | 351 | 22% | This % is significantly higher than the state average of 18.1% |
| Attendance rate | NA | 96.2% | Increased attendance rate due to student engagement in career based curriculum |
| Annual dropout rate (Gr 9-12) | NA | 0.1% | As a school of choice, the concept of a Career High School is a preventative measure for at-risk students to stay in school. |
| Teacher Category | Teacher Number | Teacher Percentage | Comment |
| 1-5 Years Exp. | 36.4 | 37.5% | |
| 6-10 Years Exp. | 18.4 | 18.9% | |
| 11-20 Years Exp. | 21.6 | 22.3% | |
| 20+ Years Exp. | 13.6 | 14% | |
| No degree | 5.9 | 6.1% | |
| Bachelor's Degree | 49.0 | 50.6% | |
| Master's Degree | 39.2 | 40.5% | |
| Doctorate | 2.7 | 2.8% | |

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | | | | | | | | | | 75 | 75 | 75 | 50 | 225 |

Teachers

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | | | | | | | | | | 5 | 5 | 5 | 5 | 20 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent and the District Improvement Committee complete a comprehensive needs assessment for Grand Prairie ISD annually. Increasing the number of career pathways that include industry certification and college credit toward a postsecondary degree is a priority for the district. In the spring of 2016, the committee consulted with Workforce Solutions Greater Dallas staff to determine trends in employment data for the region served by the school district. Grand Prairie is located in the mid-cities region of the Dallas-Ft. Worth metroplex. School enrollment boundaries include Dallas, Tarrant, and Ellis Counties. The PRG Planning Team reviewed the preliminary data as well as Texas Workforce Commission Occupation Trends information. The team found Computer User Support Technician is a top ranked occupation based on job openings in each county. Workforce Development Board reports reveal there are over 2120 job opportunities annually for persons who have earned an credential in this field. Step 2: Establishing Priorities. The Grand Prairie ISD Board of Trustees sets goals for student learning using the SBDM process at the beginning of each school year. GPISD goals for 2017-18 include promote 21st century learners who are college and career ready. Data cited by TWC indicates the majority of people employed as a computer technician have an industry credential and a bachelor degree. The team worked with Apple educational partners to determine the appropriate credential as the Apple Certified Mac Technician certificate. Two Dallas County institutions of higher education including established GPISD dual credit partners, Tarrant County College and the University of North Texas, offer Information Technology degree programs. The team prioritized needs based on workforce needs for the Computer User Support Technician occupation, student interest in the occupation, and college degree opportunities: (1) Prepare students to earn the Apple Certified Mac Technician (ACMT) credential; (2) Design the career pathway to lead to an associate and baccalaureate degree; (3) Increase the number of economically disadvantaged students participating and succeeding in CTE programs leading to employment in high demand Business and Industry fields; (4) Increase student success in CTE degree programs and the workplace through participation in onsite business opportunities; (5) Form and utilize a Campus Improvement Committee to oversee planning, implementation and evaluation of the project. Step 3: Setting Annual Goals - Goals to meet each targeted need include: (1) Develop a Computer Support Technician academic plan that spans secondary to postsecondary school and prepares students to earn the Apple Certified Mac Technician during high school; (2) Establish a Computer Support Technician career pathway enabling students to graduate from high school within four years, graduate with an Information Technology, Network Support Associate of Applied Science Degree within 1 -2 years of high school graduation, and graduate with a Bachelor of Arts information Technology degree within 2-3 years of high school graduation; (3) Develop a recruitment and retention plan that increases the number of economically disadvantaged students participating in CTE programs leading to employment in high demand Computer User Support industries; (4) Create a career hub that includes an Apple Genius Bar which provides students opportunities to work with other students, educators, and community members to provide concierge style technical support for Apple devices; (5) Include the creation of the Computer Technician program of study in the Dubiski CHS Campus Improvement Plan (CIP) to outline planning, implementation and evaluation of the project. Step 4: Dissecting Annual Goals to Determine Strategies and Interventions – The Perkins Reserve Grant (PRG) Planning Team will become the PRG Team in the spring of 2017. The team, led by the Deputy Superintendent, will include the Superintendent, Deputy Superintendents, Executive Director of Career and Technical Education, Dubiski Principal, TCC Dean of Information Technology, UNT Dean of the College of Business, and Apple executives. The team will consider the most effective strategies to address identified needs and make progress toward goals. Objectives, strategies, personnel, and materials will be outlined for each goal on the PRG Blueprint. The blueprint will include critical success factors, milestones, performance measures and indicators of success. In this way, the grant document will be a blueprint for success. Step 5: Evaluating and Making Adjustments to the Plan: The PRG Team will meet each nine weeks. The team will use the PRG Blueprint to review progress toward meeting milestones for each objective. Grant strategies and action steps will be revised to meet established milestones. The PRG Team will meet at the end of each semester with the Campus Improvement Committee (CIC) to monitor and adjust school improvement goals and activities in the following ways: use project level and student level data to determine areas of need and areas of strength; review and revise strategies, personnel, and resources to meet objectives; incorporate grant goals into the annual Campus Improvement Plan.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|--|---|
| 1. | Computer Support User Technician is the 11 th ranked occupation in Dallas County based on median wage and number of job openings. Data indicates employer demand for the career field is highest in Dallas County. Texas Career Check data projects approximately 14,920 in the Computer Technician occupation annually through 2024. Data further projects 460 job openings in Dallas County each year until 2024 and a 2.30% annual growth rate. | Increase number of GPISD students prepared for a high demand occupation: Educational partners identify one of the top occupational trends in Dallas County as Computer Support Technician. Students will attend computer and software technician career exploration sessions. DCHS will restructure the campus to create a hub for the new career pathway including adding: career information in the DBHS career center, classrooms for instruction, and an Apple Genius Bar to engage students in workbased experience. |
| 2. | During the 2017-18 school year, GPISD initiated a 1:1 student technology initiative with the business partner, Apple Computers, Inc. The use of an Apple device by each of the 24,565 students in the district has created a spike in the requests to troubleshoot problems and solve hardware and software issues. The PRG Team identified Apple Certified Mac Technician certificate as the top credential for solving the district and regional need for technicians. | Increase number of GPISD pathways and curriculum leading to certification: The DCHS Information Technology cluster will be expanded to include the Computer Technician pathway and the Apple Certified Mac Technician certificate. The appropriate Apple ATLAS curriculum topics will be identified and supporting resources purchased. Apple training will be scheduled for educators. Exam preparation for students will be conducted and exams will be scheduled and administered through Pearson VUE. |
| 3. | According to O*Net OnLine, a primary source of occupational information cited by the Texas Workforce Commission, the majority of people employed in the Computer User Support Technician occupation have a bachelor degree. High school education alone will not be sufficient to land jobs in the high demand field. Data indicates only 13% of students from low income families graduate from high school prepared for postsecondary success. | Increase number of CTE sequences spanning secondary and postsecondary. The PRG Team reviewed Business and Information Technology programs at regional community colleges and selected the Information Technology: Network Support Associate of Applied Arts degree at Tarrant County College (TCC) and the Bachelor of Arts Information Technology degree at the University of North Texas (UNT). The postsecondary institutions have created a transfer guide to articulate coursework. |
| 4. | Approximately 76% of students attending Dubiski CHS are economically disadvantaged. The school currently has 13 career pathways leading to certification. There is a need to develop a pathway for Computer Technician. Data compiled by the Texas Association of Workforce Boards predicts that average household income will decrease and household poverty rates will rise significantly between now and 2040. | Increase number of Dubiski High School students earning workplace credentials. DCHS has a career center on campus. Apple Certification information will be added to the career center and in the Apple Genius Bar. The new pathway will be introduced at The GPISD Experience event and other College to Career activities. Students in the pathway will be scheduled in an AVID Advisory to provide support for dual credit courses. Tours will be scheduled to Apple stores, TCC and UNT. |
| 5. | US Census data labor force educational attainment rates indicates the percentage of students who graduate high school and gain industry credentials in Texas decreases each year. The report contends only 4.3% of persons in the labor force will have a professional degree by 2040. Dallas County data indicates only 13% of students from low income families graduate from high school enter and enter postsecondary education or training. | To increase the number of students employed as Computer Technician and prepared to complete professional credentials, the school will open a fully functioning Apple Store with a Genius Bar at DCHS. Students will take Apple training focusing on providing customer service. Students will attend a job fair, create resumes, complete an application and interview with Apple employees to gain a position in the store. Once hired, the students will troubleshoot and repair Apple devices. |

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Schedule #14—Management Plan

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|---|---|
| 1. | Deputy Superintendent | Deputy Superintendent with excellent team building skills, state law and school policy, and grant management; Responsible for oversight of planning, implementing, and evaluating school improvement programs including curriculum, operations, and leadership policies. |
| 2. | Exec. Director of Career and Technical Educ | Full time certified TX administrator with successful experience in planning, implementing and evaluating CTE Health Science career pathways with credentialing institutions, industry partners and GPISD educators. Working knowledge of CTE evaluation models required. |
| 3. | Dubiski HS Principal, | Full time certified TX educator with experience as an Academic Dean. Strong leadership skills including shaping the vision of academic success, facilitating data meetings, managing school operations, creating a positive culture of high expectations, and reporting to GPISD and TEA. |
| 4. | Dubiski HS Counselor | Full time certified TX educator with experience as school counselor. Strong communication skills including shaping the vision of recruitment and retention, developing Personal Graduation Plans, hosting College to Career events, and facilitating student enrollment in CTE programs of study. |
| 5. | CTE Teachers | Full time certified TX educator with CTE Information Technology and Apple Certified Mac Technician (ACMT) or an Apple Certified iOS Technician (AcIT) credentials. Experience in teaching comprehensive curriculum covering Apple products and technologies. |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|---|--|----------------|--------------|
| 1. | Increase number of GPISD students prepared for a high demand DFW occupation. | 1. GPISD/TWC identify occupation and credentials | 12/13/2017 | 12/20/2017 |
| | | 2. Apple Certified Mac Technician certificate identified | 12/13/2017 | 12/20/2017 |
| | | 3. TWC Computer Support career sessions presented | 01/03/2018 | 06/01/2018 |
| | | 4. TWC Software Support career sessions presented | 12/20/2017 | 06/01/2018 |
| | | 5. DCHS restructures campus to create new center | 12/13/2017 | 12/20/2017 |
| 2. | Increase number of GPISD pathways and curriculum leading to certification. | 1. IT pathway created to include certification courses | 12/13/2017 | 12/20/2017 |
| | | 2. Training programs identified for ACMT | 12/13/2017 | 12/20/2017 |
| | | 3. Resources/Materials to support ACMT purchased | 12/13/2017 | 12/20/2017 |
| | | 4. CTE teacher professional development scheduled | 12/13/2017 | 12/20/2017 |
| | | 5. Exam preparation topics/materials identified | 12/13/2017 | 12/20/2017 |
| 3. | Increase number of CTE sequences spanning secondary and postsecondary. | 1. Academic plan approved for HS to AAS to BS | 12/13/2017 | 02/23/2018 |
| | | 2. Instructor credentials identified, teachers recruited | 12/13/2017 | 12/20/2017 |
| | | 3. Computer Technician in Academic Handbook | 12/18/2017 | 12/20/2017 |
| | | 4. Publish transfer guide for the Degree Plan | 12/18/2017 | 03/30/2018 |
| | | 5. DCHS & TCC collaboration to teach courses | 01/03/2018 | 03/30/2018 |
| 4. | Increase number of Dubiski High School students earning workplace credentials | 1. Apple Certification information in career center | 01/03/2018 | 06/01/2018 |
| | | 2. College to Career event introduces certification | 01/03/2018 | 08/31/2018 |
| | | 3. Establish AVID advisory & advisor for pathway | 12/18/2017 | 12/20/2017 |
| | | 4. Business tours scheduled to Apple Stores | 01/03/2018 | 06/01/2018 |
| | | 5. Business tours scheduled to college and university | 01/03/2018 | 06/01/2018 |
| 5. | Increase the number of students employed as Computer Technician | 1. Open Apple Genius Bar at Dubiski Career HS | 01/03/2018 | 06/01/2018 |
| | | 2. Present training-Genius Training Student Workbook | 01/03/2018 | 06/01/2018 |
| | | 3. TWC training in completing resume/application | 01/03/2018 | 03/30/2018 |
| | | 4. Job fair and interviews conducted | 01/03/2018 | 06/01/2018 |
| | | 5. Students troubleshoot and repair Apple devices | 01/03/2018 | 08/31/2018 |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities

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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GPISD plans, implements, and evaluates school improvement initiatives through the District Improvement Committee (DIC) using the site based decision making process. The GPISD Board of Trustees sets goals annually for the upcoming school year based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs using performance data from TEA Academic Performance Reports. The improvement committee is responsible for putting the board goals into action. The team consists of parents, educators, administrators, community members and educational partners. Site Based Decision Making Process & Procedures: The committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. The DIC first studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan (DIP) that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees approve the DIP and all initiatives recommended by the District Improvement Committee. Continuous Progress and Communication: The DIC meets four times each year. During meetings, the Superintendent presents progress reports including data and feedback. With the guidance of district leadership, the DIC uses the information to adjust strategies, personnel, and resources to meet goals. The committee will review grant reports of progress including student and project level data at the end of each semester. Reports of progress toward meeting goals including adjustments and changes to the plan will be presented to the Board of Trustees after each review. The meeting agenda and minutes will be posted on the GPISD website. In this way, school improvement goals, changes, and progress will be continuously monitored, and reported to the board, the community and the school.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Grand Prairie Independent School District (GPISD) we are dedicated to partnering with parents, the community, institutions of higher education, and regional industries to provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic excellence and college readiness. Similar Efforts: The Dubiski Career High School offers students fifteen pathways arranged into three academies which are aligned with the U.S. Department of Labor Career Clusters. In each Academy, Students choose a sequential course of study designed to prepare them for a 2-year, 4-year, or technical college. In addition to their high school diploma, students are also eligible to complete programs that award them with advanced certifications, industry training, and internship and career-field experiences. The addition of the Apple Certified Mac Technician (ACMT) certification in the Information Technology cluster of the Academy of Business and Communications will empower students interested in computer troubleshooting, programming, and preventative maintenance to become Computer Technicians. Students in the Computer Technician program of study will take CTE Information Technology cluster courses, Apple Certified Mac Technician (ACMT) certification classes and exams, and attend dual credit courses toward a AAS in Computer Science. Coordinated Efforts: Each career cluster is encouraged to open a student run industry. The grant program will empower Dubiski High School to open an Apple Store. Students will be employed as Computer Technicians during the Practicum in Information Technology capstone course to gain knowledge, skills and abilities to work successfully in the service based industry. Commitment: Approximately 64% of students enrolled in the Dubiski HS are from low income households and the majority will be the first person in their family to attend college. Grand Prairie ISD is committed to graduating students who have knowledge and skills, habits of thinking, and preparation necessary to successfully complete college. The district employs two CTE Central Office Administrators and four CTE Coordinators to oversee, expand, and support GPISD career and technical education programs.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|--|--|--|
| 1. | PEIMS data – review of TAPR demographic and PEIMS academic data. | 1. | # and % of students participating in grant that are classified as at-risk and % of participating at-risk students compared to GPISD high school pop. |
| | | 2. | # students participating making required progress toward graduation. |
| | | 3. | Average number of college credit hours earned per student. |
| 2. | Perkins Reserve Grant Blueprint – review of number and kind of collaboration. | 1. | # of strategic partnerships provided an identified program of study |
| | | 2. | Kind and # of CTE teachers and IHE faculty attend prof development |
| | | 3. | Kind and # of CTE teachers and Apple employees participate in co-training |
| 3. | GPISD Academic Planner – review of career pathways and credential type. | 1. | # of industry certifications and/or licenses offered |
| | | 2. | # industry credentials offered related to the field of Information Technology |
| | | 3. | # industry credentials offered related to regional employment opportunities |
| 4. | Cert Exam Reports, Perkins Program Reports – review type of credentials. | 1. | # of students earning Apple Apple Certified Mac Technician (ACMT) |
| | | 2. | # of students earning credentials from Program Effectiveness Report for yr. |
| | | 3. | # of students earning credentials in IT/Computer User Support |
| 5. | Practicum in IT syllabus – review of industry experiences by type and employment | 1. | # of industry experiences provided to students (by type) |
| | | 2. | # of students participated in industry experiences (by type) |
| | | 3. | # students employed as result of program & nature of employment (by type) |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Deputy Superintendent will lead the Perkins Advisory Team and coordinate data collection and problem correction grant tasks. **Program-level data:** The Perkins Reserve Grant (PRG) Team will meet during the first months of the grant program to develop a blueprint that includes goals and objectives correlated to a timeline of action steps (activities and events). The DCHS Principal, serving as the Project Director, will use the blueprint to develop a calendar of PRG Team meetings, Campus Improvement Committee meetings, curriculum workshops to articulate courses, professional development and student training, certification exam (Pearson VUE) dates, and college entrance and course enrollment dates. The Project Director will provide sign-in sheets for all PRG events. The director will ensure the academic plan for the Information Technology AAS pathway with proposed tours of regional Apple stores is placed on the appropriate agenda of Board of Trustees meeting for approval. The PRG Team will meet four times each year to monitor project implementation and review data. The team will revise grant timelines and action steps as necessary based on feedback. This will allow problems to be identified and addressed in a timely manner. **Student-level data:** The Project Director will create an evaluation checklist depicting student participation in the ATLAS certification curriculum and performance on Apple Certified Mac Technician (ACMT) exam, college entrance exams, and college credit courses. The data will be used to determine the impact of project activities on student academic achievement. The evaluation table will include the program objective, evaluation method and tools, the indicator of success, and data collection dates. Benchmark data will be collected analyzed at the end of each nine weeks by the PRG Team. The Campus Improvement Committee will review data each semester to determine if students are on track to meeting state, district, and grant performance targets. Decisions will be made to revise course content, AVID curriculum and certification preparation programs based on student data. Student internships in the Apple Store services will also be adjusted as warranted. In addition, teacher effectiveness will be monitored by the committee using GPISD Professional Development evaluations and walkthrough observation data. GPISD iCoaches will be assigned to coach teachers who are struggling to meet expectations. At the end of each semester, the District Improvement Committee will meet to review Perkins Reserve Grant data. At the end of the year, the DIC will make corrections and revisions to the Campus Improvement Plan based on data and feedback. Continuous data collection and problem correction will allow student achievement concerns to be identified and addressed in a timely manner.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Each year, the Grand Prairie ISD District Improvement Plan includes the goal of increasing the number of career pathways offering industry credentials and university degrees. A PRG Team was formed to identify the high-demand occupation and related programs of study for the career pathway. The Deputy Superintendent for School Improvement, Executive Director of Career and Technical Education, and the Perkins Reserve Grant (PRG) Team worked with Workforce Solutions of Greater Dallas and representatives of the Grand Prairie Chamber of Commerce to complete the planning process using four guidelines recommended by the District Improvement Committee: (1) *Select an industry credential that is valued by students and the job market:* In 2017, Grand Prairie ISD partnered with Apple Inc. to establish a 1:1 Apple device initiative in all GPISD campuses. The program has sparked student interest in computers and information technology as students have the ability to explore, research, and create using their iPads or MacBooks. Student interest at the secondary school level is evidenced by results of Career Cruising interest inventories. The percentage of students showing interest in Information Technology and/or Computer Support occupations on the electronic survey has tripled since 2015. Because students are expected to take technologies home to extend the instructional day, the initiative has resulted in a positive impact on the number of families enrolling in Computer Literacy classes. As the number of students with a computer increased from 15% to 100% in the 2017-18 school year, the number of repair and troubleshooting requests submitted to the GPISD Technology Department has increased significantly. Even though the district has dedicated local funds to provide computer technicians at each campus, the district has found the number of Computer Technicians assigned to secondary campuses is not sufficient to fulfill the high number of repair and troubleshooting requests; (2) *Design pathways leading to an industry credential, associate degree, and baccalaureate degree:* The team worked with Apple Inc. to determine the appropriate credential including salary and potential for employment in Dallas County. The team determined the Apple Certified Mac Technician certificate would be appropriate for working in all businesses servicing Apple devices including Apple Stores and regional businesses and industries that use Apple products. The team recommended offering the Apple Certified iOS Technician (ACIT) in year two of the project to increase the job opportunities to include Apple phones and iPads. The PRG Team reviewed degree programs from ten institutions of higher education. Two established education partners, Tarrant County College and the University of North Texas, offer Information Technology degree programs. The PRG Team developed a course crosswalk of Associates degree and Baccalaureate degree courses. It was determined the Information Technology: Network Support, Associate of Applied Science degree (TCC) and the Bachelor of Arts information Technology degree (UNT) would provide students with the opportunity to earn a degree within 2 to 3 years of high school graduation. This program would provide the content and credentials needed to find professional employment in the targeted occupation; (3) *Increase the number of economically disadvantaged learners earning industry credentials:* Newsweek recognized Dubiski Career High School as one of America's Top High Schools. The campus was cited for "doing an excellent job of preparing their students for college while also overcoming the obstacles posed students at an economic disadvantage". To increase the number of economically disadvantaged students participating and succeeding in CTE programs leading to employment in the high demand Business and Industry field, the PRG Team determined the Computer Support Technician pathway would be implemented at DCHS. The proven success of the campus in offering CTE courses toward certification, dual credit and AP courses toward university degrees, and AVID support to meet and exceed course requirements will lead to an increase of GPISD students graduating with industry credentials and college hours; (4) *Increase student success through participation in onsite business opportunities.* The PRG Team determined the DCHS campus has the ability to restructure classrooms to create a specialized CTE setting for the Computer Support Technician pathway. The DCHS Computer Success Technician program of study will become a career hub for students interested in learning how to identify and repair computer hardware and software issues. The PRG Team identified two rooms at Dubiski Career High School which will be equipped to become CTE classrooms for the new Information Technology Career pathway, and one large room that will be transformed into the Apple Store. In the store's Genius Bar, students will use their computer technician certification and talents to provide technical computer support for the campus. The career pathway will be offered at the GPISD Experience in February 2018. This community wide event introduces GPISD Programs of Choice to families. At the event, students and their parents will learn about the Apple Certified Mac Technician (ACMT) Certification process and will be introduced to the salary of certified technicians in the region.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

the Perkins Reserve funding is being requested to develop a Computer Support Technician Career Center at Dubiski Career High School (DCHS). The specialized public secondary school setting will include a the DCHS career center, CTE classroom for the new Information Technology Career pathway, and Apple Genius Bar Store.

Program of study spans secondary and postsecondary education: The Computer Technician will be a GPISD *Program of Choice*. The program will begin in 8th grade as students take a Career and Technology Education (CTE) course to explore interests, careers, and job opportunities. Once students have determined their chosen career field, parents attend the GPISD Experience. This College to Career event held in the fall is held to provide families with a chance to learn about to learn about the *Programs of Choice* at three career high schools in the district. Students and their parents will have the opportunity to meet Computer Technician CTE teachers, principals and administrators, business partners, Workforce Solutions of Greater Dallas representatives. At the event, families are given instruction in applying to a Program or School of Choice online through the GPISD website.

CTE sequence of courses aligned with high-demand occupations identified by local regional workforce board: Once a student enrolls in the Computer Technician program, they will begin courses in 9th grade to develop knowledge, skills, and abilities in their chosen field in the CTE Principles of Information Technology course. During this year, students have the opportunity to earn four Computer Science certifications: Occupational Safety and Health Administration (OSHA), CyberSafety, and WFR Customer Service. By 10th grade, the student enrolls in the CTE Computer Maintenance courses and is eligible to earn PC Pro certification. During AVID, the student will be studying for college entrance exams and applying for admission into the community college or university. In their junior and senior year, students will have the option of taking all courses in the Computer Technician Program of Choice as dual credit. Each 11th and 12th grade course in the Computer Technician sequence has been articulated with the Information Technology: Network Support, Associate of Applied Science degree from Tarrant County College (TCC) and the Bachelor of Arts information Technology degree at the University of North Texas (UNT). At DCHS students also have the option of taking English, Math, Biology, Government, and Microeconomics credits as dual credit or Advanced Placement (AP) credit. Each credit is included in both college and university degree programs. In 11th grade, students will take the CTE courses Computer Programming I (COSC 1336) and Professional Communication (SPCH 1315) as dual credit. During this year of high school, students will also earn the Apple Apple Certified Mac Technician (ACMT) to become eligible to work in the Apple Genius Bar to repair campus computers during their senior year. In 12th grade, students will take Computer Programming II (COSC 1337), Advanced Science (BIOL 1406), and the CTE Practicum in Information Technology. These courses represent one semester of work toward the Associate or Baccalaureate degree program. During the practicum course, qualified students will complete an internship in the Apple Store on the DCHS campus.

The Computer Technician program of study builds in rigor as students progress through high school: The proposed Computer Technician program combines a rigorous academic program with relevant industry credentials in a rigorous program that builds as students earn increasingly challenging credits and certifications from 9th to 12th grade. Students begin in the introductory course to the sequence in 9th grade. By the time they complete the program in 12th grade, students will have completed 7 hours of CTE credit in the field and at least 16 hours of dual credit. Not only does the program build in academic rigor as students progress through high school, but the opportunities for earning certifications and experience in working as a Computer Technician builds in rigor from 9th to 12th grade. Students in the program are eligible to earn 5 Computer Technician industry based certifications by the end of their junior year. In addition, students have the opportunity to gain work experience with the largest computer retailer in the United States, Apple Incorporated (Inc) during their senior year. A student who successfully completed the DCHS Computer Technician program will be well qualified to enter the workforce, as well as, complete a college or university degree within 2-3 years of graduating from high school.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The crosswalk below identified courses in the Business and Industry endorsement field, the Information Technology cluster, and Computer Technician Program of Study.

Certification: The crosswalk identifies secondary coursework required of a student in the program of study in order to complete a Apple Apple Certified Mac Technician (ACMT) certificate. Additional certificates currently earned in 9th and 10th grade are also shown on the crosswalk. These certifications include OSHA, CyberSafety, WFR Customer Service, and PC Pro.

Associate Degree: The crosswalk shows the correlation between Foundation High School Program courses that can be taken as dual credit toward an Information Technology: Network Support, Associate of Applied Science degree from Tarrant County College (TCC). The TCC courses on the crosswalk represent 16 hours of the 60 hour Associate degree. Students will be able to graduate within three semesters (1-2 years) from high school graduation.

Baccalaureate Degree: The crosswalk shows the correlation between Foundation High School Program courses that can be taken as dual credit toward a Bachelor of Arts information Technology degree at the University of North Texas (UNT). The UNT courses on the crosswalk represent 16 hours (one semester) of postsecondary credit toward the four year baccalaureate degree. Students will be able to graduate within seven semesters (3 1/2 years) from high school graduation.

Dubiski Career High School Computer Technician Program of Study

| Grade | High School Course | TCC Course | UNT Course | Certification |
|-------|--|---|------------------------------------|--|
| 9th | Principles of IT (1 credit) | NA | NA | OSHA, CyberSafety, WFR Customer Service |
| 10th | Computer Maintenance (1 credit) | NA | NA | PC Pro |
| 11th | Computer Programming I (1 credit) | COSC 1336 Basic Programming | CSCE 1030 Computer Science I | Apple Apple Certified Mac Technician (ACMT) – ATLAS curriculum integrated into Computer Programming I course |
| | Professional Communication (1 credit) | SPCH 1315 Public Speaking | COMM 2040 Public Speaking | |
| 12th | English IV (1 credit) | ENGL 1301 Composition 1 | ENG 1310 College Writing 1 | Internship Apple Store – Genius Bar Computer Technician |
| | Computer Programming II (1 credit) | COSC 1337 Programming II | CSCE 1040 Computer Science II | |
| | Advanced Science (1 credit) | BIOL 1406 Biology for Science Majors | BIOL 1710 Principles of Biology | |
| | Practicum in Infor Tech (2 credits) | NA | NA | |

The proposed Computer Technician program of study has been developed to provide secondary courses and industry certifications that prepare students to find employment after high school while they complete an Associate or Bachelor degree in their chosen career field. Students working in the Computer User Support Technician occupation with a certification can expect to earn between \$38,120 and \$42,600 in annual salary. Students completing a bachelor degree are projected to begin their career earning \$52,142 per year.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Perkins Reserve funding is being requested to develop a Computer Technician pathway in the Business and Industry endorsement field at Dubiski Career High School (DCHS). Partner organizations will help carry out the grant program: Apple Inc. – Apple's education mission is to provide a learning environment that supports the way students live and how they want to learn. This year, Apple partnered with Grand Prairie ISD (GPISD) to provide Apple iPads for PreK and Kindergarten grade levels and MacBooks for grades 1 through 12. The 1:1 computing initiative provides a personalized learning environment that supports creativity and collaboration as a means to transform the way teachers teach and students learn. The company will further partner with GPISD to support teachers and students in earning the Apple Certified Mac Technician (ACMT) certificate in Year 1 of the Perkins Reserve Grant and the Apple Certified iOS Technician (ACiT) in year two of the project. The company will provide Apple Care Technician Training courses at no charge to students. ATLAS curriculum is used by students to prepare for Apple certification exams. The computer company will also work with DCHS to establish an Apple Store. The store will become a hub for the Computer Technician program. The company provided a list of equipment, furniture, and technologies for the budget process. Tarrant County College – The community college will partner with DCHS to provide dual credit courses leading to an Information Technology: Network Support, Associate of Applied Science degree. The college will provide adjunct faculty to teach face-to-face courses and/or online course options. The community college will work with the PRG Team to schedule courses three days each week to enable students to work. The University of North Texas – The university will partner with DCHS to provide dual credit courses leading to a Bachelor of Arts information Technology degree. The university will accept courses taken at Tarrant County College toward the degree program. UNT will work with GPISD to develop an articulation agreement during the first year of the program. Dallas County business partners – Workforce Solutions of Greater Dallas has an office in Grand Prairie. The office works with the district and the Grand Prairie Chamber of Commerce to offer College to Career events through out the school year. DCHS will partner with companies in the region such as Pomeroy IT Solutions and Baylor Scott and White Hospital to provide industry tours of Computer User Support Technician programs.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Apple will serve as an industry partner to assist with curriculum development for Apple certification programs in the Computer Technician program of study.

Year 1: AppleCare Technician Training will be the curriculum used to become certified as an Apple Certified Mac Technician (ACMT). The training provides a comprehensive curriculum, the Apple Technical Learning Administration System (ATLAS), which covers Apple products and technologies, general computer terminology, troubleshooting, and preventive maintenance. The courses are presented in a logical, straightforward format that makes it easy to absorb new concepts and information. The training is self-paced so CTE teachers have control over the learning schedule and students have control to pace learning. The company will work with the Information Technology teachers to integrate curriculum topics into the CTE Computer Programming I courses in the Information Technology cluster.

Year 2: Topics of study from the Apple Technical Learning Administration System (ATLAS) will be used to prepare students for taking the Apple Certified iOS Technician (ACiT) certificate. The company will work with the Information Technology teachers to integrate appropriate AppleCare Technician Training curriculum topics into the CTE Computer Programming II courses for instruction during the second year of the program.

Year 3: In 2017, Apple launched a new app development curriculum designed for students who want to pursue careers in the fast-growing app economy. The curriculum is available as a free download today from Apple's iBooks Store. App Development with Swift is a full-year course designed by Apple engineers and educators to teach students elements of app design using one of the world's most popular programming languages. Students will learn to code and design fully functional apps, gaining critical job skills in software development and information technology. Community colleges offer the program in Information Technology degree programs in universities across the country including Houston Community College. Apple will work with the community college partner, Tarrant County College to work toward integrating the program into the Information Technology: Network Support, Associate of Applied Science degree.

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Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Dubiski Career High School (DCHS) and Grand Prairie ISD (GPISD) have the capacity to sustain the program after the project ends. Longitudinal research commissioned by the Texas Education Agency indicates several components are essential to sustaining an effective school improvement program. The proposed project will develop and sustain the program using these proven components: (1) Establishment of data systems to guide decisions: DCHS teachers administer unit tests, Curriculum Checks, each nine weeks. The DCHS principal and teachers attended ESC Region 10 training to use a data analysis protocol that analyzes cumulative data at the knowledge and skills level. Data reports from the electronic program, Edugence, will be used to identify student risk factors and to prescribe AVID support, enrollment in tutorials, and/or other student services. Changes in the number and occurrence of participant risk factors will be analyzed each quarter using the technology based system to modify student supports as warranted. Using real-time data to analyze PRG student information each nine weeks will maximize quality use of data. (2) Academic Supports: DCHS offers AVID study labs during the school day. The program provides WICR curriculum and instruction to improve student performance in high school courses and prepare for college entrance. With the support of their advisor, students will complete assignments, enroll in dual credit course, create resumes, and complete employment applications. Curriculum Check and End-of-Course scores will be analyzed to ensure academic support strategies that have a positive impact on student growth are sustained during and after the grant project ends. (3) Social Supports: Dubiski Career High School uses the Flippen Group *Teen Leadership* model to emphasize and encourage positive behavior. Teen Leadership Club activities focus on setting personal and academic goals and adapting strategies to make decisions that promote success. Attendance, discipline, and academic data will be monitored by the Campus Counselor and the AVID Advisor. Group and individual counseling will be scheduled based on the data and educator feedback. Teen leadership activities will include a College to Career initiative to provide graduating seniors from low income homes a cap and gown to fully and proudly participate in the graduation ceremony. (4) Highly qualified & certified staff: There are several reasons hiring qualified teachers with the credentials to teach CTE courses is a difficult task. High school curriculum in Texas has changed to focus on industry based endorsements. As a result, each district has increased the number of teachers on staff. In addition, the state is now encouraging high schools to offer workforce certifications. Consequentially, qualifications for teaching CTE courses has become highly specialized. The process of hiring highly qualified and specialized educators becomes more difficult when the school serves predominantly at-risk learners. To recruit and hire CTE teachers, Grand Prairie ISD has created a local policy of offering a competitive, high paying salary schedule for CTE teachers with credentials to teach industry certifications. The strategy will ensure the Computer Technician program is staffed beyond the grant program. (5) Ongoing, high-quality staff development: The professional development model established through in Grand Prairie ISD provides training institutes in the summer and ongoing training, modeling, and evaluation through weekly Professional Learning Communities. This model of providing high quality training with continued support is extended to parents through College to Career Events. The model of training and support will include externships to regional Apple Stores during the grant. The practice will be continued after the project ends based on a review of professional development evaluations. (6) Incorporation of the program into the ongoing work of GPISD: Grand Prairie ISD educators, ESC Region 10 consultants (Data Analysis), AVID (Student Support), Flippen Group trainers (Teen Leadership), and business partners will work together to develop a model for creating career hubs in public schools that include regional storefronts to improve student academic performance and workforce skills, and to prepare students for college and a career: (a) ESC Region 10 - Leading Learning 3D: Instruction to Action –professional development for secondary schools using data to inform practice; (b) Great Schools Cohort 1– Grand Prairie has been accepted into the DSSI program which assists schools in using portfolio review to improve innovative *GPISD Program of Choice* models. (c) Texas Education Agency – Grand Prairie ISD is a recipient of the Educator Excellence Innovation Grant which has been implemented to improve student and teacher performance using performance pay; and (c) Teen Leadership – GPISD will work to establish successful programs in all GPISD secondary campuses during 2017-18. Using these research based components, we will build a successful Computer Technician program that will not only be sustained, but will be expanded after the project ends. It is our hope that the PRG program will serve as a model for schools and business partnerships at the district, region and state levels.

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Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Perkins Reserve funding is being requested to develop a Computer Support Technician Career Center at Dubiski Career High School. The specialized public secondary school setting will include a the DCHS career center, CTE classroom for the new Information Technology Career pathway, and an Apple Store. Students will serve as Computer Technicians to troubleshoot and repair campus Apple devices in the Apple Genius Bar located in the Apple Store. The program of study and capstone industry certifications were developed to prepare students to participate in the Apple Store internship during their senior year and to find gainful employment in the industry after high school graduation.

Programs of Study: The Computer Technician program will be housed in the Dubiski Career High School Academy of Business and Communications. The program will be in the Business, Marketing, and Finance endorsement field and the Information Technology cluster. The PRG Team worked with GPISD leadership, The Grand Prairie Chamber of Commerce members, and Workforce Solutions of Greater Dallas administrators to develop a course sequence that provides students with the knowledge, skills, and abilities to work in the Computer User Support Technician occupation in Dallas County and the Dallas-Ft. Worth metroplex. The team developed CTE course sequences of Principles of Information Technology, Computer Maintenance, Computer Programming I and Computer Programming II to prepare students for work in the Apple Store as a workplace experience during the capstone course, Practicum in Information Science. The Apple Store was selected based on the prevalence of Apple products in the businesses and industries of the region. Once the partnership with Apple was determined, an Apple representative joined the discussion to review course content and recommend certifications to prepare students to work as AppleCare Technicians. In addition to CTE courses, high school and dual credit courses were carefully selected for inclusion in the pathway. During 9th through 10th grade, students will take college preparatory English Language Arts and Science courses to prepare students to pass ENG 1301 and BIOL 1406 dual credit courses in 12th grade. The students will take Algebra I, II and College Algebra to prepare for Calculus courses that are part of the Information Technology Baccalaureate degree programs after high school.

Capstone Certifications: The Computer Technician program has identified the capstone certifications to be taught in the Practicum in Information Technology course for each year of the project. By 2020, all three will be available to seniors during their junior and senior year CTE courses:

- Year 1 (2017-18): Apple Certified Mac Technician (ACMT) – This certification provides a comprehensive curriculum covering Apple products and technologies. Apple Technical Learning Administration System (ATLAS) training modules will be used as curriculum. The modules cover topics such as general computer terminology, troubleshooting, and preventive maintenance in a logical, straightforward format that makes it easy to absorb new concepts and information.
- Year 2 (2018-19): Apple Certified iOS Technician (ACiT) - This certification provides comprehensive ATLAS curriculum modules covering Apple iOS products and technologies. The modules cover topics such as troubleshooting and repairing iPhones. The modules also cover activating and preventive maintenance of the devices.
- Year 3 (2019-2020): iOS Coding and Design - Swift Curriculum training gives students cutting-edge skills and training on developing iOS apps and coding in the iOS platform. The training uses the new Apple Swift programming language to provide the most recent code to professionally develop apps for iOS, Mac, Apple TV, and Apple Watch.

All ATLAS training programs are self-paced to empower teachers to have control over the curriculum sequences and students to have control of their own learning.

Conclusion: Programs of study and capstone industry certifications were developed by the PRG Team and partners to ensure students graduate from high school prepared to find employment in the high-demand Computer User Support Technician occupation.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

In Grand Prairie Independent School District (GPISD) we are dedicated to partnering with parents, the community, institutions of higher education, and regional industries to provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character, to prepare for a high-demand occupation, and to achieve academic excellence and college readiness. GPISD currently has fourteen *Schools of Choice* and fifteen *Programs of Choice* that provide services for identified needs of our students and their families. Each of the existing schools selects students from GPISD and the surrounding area for enrollment based on demonstrated talents, achievement, and dedication to an interest.

Similar Efforts: Dubiski Career High School is a four year public high school of choice. The focus is on equipping students with the skills they need for 21st century professions. Students choose a sequential course of study designed to prepare them for a 2-year, 4-year, or technical college. In addition to their high school diploma, students are also eligible to complete programs that award them with advanced certifications, industry training, and internship and career-field experiences. In addition to the Business and Industry endorsement field, Dubiski offers HB5 endorsements in STEM, and Public Service. There are fifteen pathways arranged into four academies within Dubiski Career High School which are aligned with the U.S. Department of Labor Career Clusters: Academy of Business and Communications will house the Computer Technician program in the Business, Marketing, and Finance endorsement field and Information Technology cluster. Additional programs in the Academy of Business and Communications include Cosmetology, Culinary Art, Recreation, and Parks and Tourism.

Coordinated Efforts: Three GPISD college to career campuses have opened since 2013. Each has gained a reputation for excellence.

- Collegiate Academy is a campus charter and the earliest college to career campus to open. The school received all TEA Distinction Designations in 201, 2016, and 2017.
- Crosswinds High School is a GPISD School of Choice that offers an opportunity for students to accelerate credit attainment, earn credits at an accelerated rate, and mitigate credit deficiencies. Crosswinds provides an alternate route to graduation including three distinct attendance schedules and individualized attention for at-risk students who have not been successful in the tradition school due to special challenges.
- Dubiski Career High School is a Grand Prairie ISD School of Choice focusing on career and technical education programs that prepare students for a high demand profession. Newsweek recognized DCHS as one of America's Top High Schools. The campus was cited for "doing an excellent job of preparing their students for college while also overcoming the obstacles posed students at an economic disadvantage". DCHS has the systems in place to successfully offer the rigorous CTE, dual credit, and certification courses that are the basis of the Computer Technician program.

Commitment: The percentage of economically disadvantaged learners enrolled in Grand Prairie ISD is higher than the state average. Approximately 64% of students enrolled in the Grand Prairie ECHS are from low income households and the majority will be the first person in their family to attend college. Grand Prairie ISD is committed to graduating students who have knowledge and skills, habits of thinking, and preparation necessary to successfully complete college. During high school, the Computer Technician program of study will provide college preparation courses that target English Language Arts, Science, and Math content to prepare students to pass English and Biology courses in 12th grade and Calculus courses that are part of the Information Technology Baccalaureate degree programs. The CTE program is designed to prepare students to successfully complete the first semester of college while in high school. In addition, students enrolled in the program will complete industry certifications that qualify them to participate in an internship at the Apple Store while in high school. Students will graduate high school with the confidence and capabilities to complete a four year degree and to enter the workforce highly skilled and prepared to meet the demands of their chosen profession, Computer Technician.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|-------------------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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